

RICE CREEK ELEMENTARY

4751 Hard Scrabble Road
Columbia, SC 29229

GRADES PK-5 Elementary School

ENROLLMENT 756 Students

PRINCIPAL Linda S. Hall 803-699-2900

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	2	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

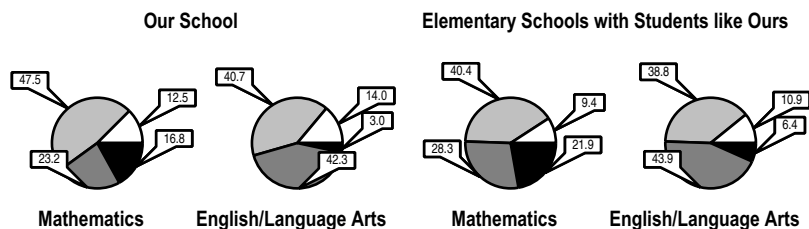
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	48	130	112
Percent satisfied with learning environment	100.0%	93.8%	86.4%
Percent satisfied with social and physical environment	100.0%	88.4%	76.6%
Percent satisfied with home-school relations	100.0%	93.1%	96.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	411	99.3	14.0	40.7	42.3	3.0	45.3	17.6
Gender								
Male	209	98.6	18.8	41.9	37.2	2.1	39.3	17.6
Female	202	100.0	8.9	39.4	47.8	3.9	51.7	17.6
Racial/Ethnic Group								
White	159	99.4	11.9	33.8	49.0	5.3	54.3	17.6
African-American	218	99.1	16.7	46.4	35.4	1.6	37.0	17.6
Asian/Pacific Islander	13	100.0	N/A	46.2	53.8	N/A	53.8	17.6
Hispanic	20	100.0	13.3	33.3	53.3	N/A	53.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	352	99.4	8.8	42.0	46.1	3.2	49.2	17.6
Disabled	59	98.3	44.4	33.3	20.4	1.9	22.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	411	99.3	14.0	40.7	42.3	3.0	45.3	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	409	99.3	12.4	41.4	43.1	3.0	46.1	17.6
Socio-Economic Status								
Subsidized meals	78	98.7	23.3	53.3	23.3	N/A	23.3	17.6
Full-pay meals	331	99.4	12.2	38.3	46.0	3.5	49.5	17.6

Mathematics								
All students	411	100.0	12.5	47.5	23.2	16.8	40.0	15.5
Gender								
Male	209	100.0	13.8	48.7	22.1	15.4	37.4	15.5
Female	202	100.0	11.1	46.1	24.4	18.3	42.8	15.5
Racial/Ethnic Group								
White	159	100.0	10.5	37.9	26.8	24.8	51.6	15.5
African-American	218	100.0	16.0	55.2	19.6	9.3	28.9	15.5
Asian/Pacific Islander	13	100.0	N/A	38.5	23.1	38.5	61.5	15.5
Hispanic	20	100.0	N/A	53.3	33.3	13.3	46.7	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	352	100.0	8.8	46.6	25.3	19.4	44.7	15.5
Disabled	59	100.0	34.5	52.7	10.9	1.8	12.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	411	100.0	12.5	47.5	23.2	16.8	40.0	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	409	100.0	11.0	48.2	23.8	17.0	40.8	15.5
Socio-Economic Status								
Subsidized meals	78	100.0	25.8	58.1	12.9	3.2	16.1	15.5
Full-pay meals	331	100.0	9.9	45.4	25.2	19.5	44.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	175	N/A	10.7	34.9	49.7	4.7	54.4
	Grade 4	180	N/A	9.8	47.1	42.0	1.1	43.1
	Grade 5	171	N/A	13.9	44.8	35.8	5.5	41.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	135	98.5	5.0	31.7	59.2	4.2	63.3
	Grade 4	133	99.2	17.5	43.3	36.7	2.5	39.2
	Grade 5	143	100.0	19.1	46.6	32.1	2.3	34.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	175	N/A	23.1	33.1	25.4	18.3	43.8
	Grade 4	180	N/A	17.7	36.6	29.7	16.0	45.7
	Grade 5	171	N/A	16.5	40.2	26.8	16.5	43.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	135	100.0	9.8	48.0	22.0	20.3	42.3
	Grade 4	133	100.0	15.7	47.1	20.7	16.5	37.2
	Grade 5	143	100.0	12.2	47.3	26.7	13.7	40.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 756)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.6%	Up from 0.5%	1.4%	2.4%
Attendance rate	96.6%	Down from 97.0%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	27.3%	Down from 27.8%	35.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.7%	Up from 5.3%	5.5%	8.0%
Older than usual for grade	0.5%	N/A	0.5%	1.1%
Suspended or expelled	0.1%	No change	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	62.5%	Up from 60.9%	54.9%	50.0%
Continuing contract teachers	70.8%	Down from 78.1%	88.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.0%	Down from 90.3%	88.3%	86.2%
Teacher attendance rate	93.0%	Up from 92.9%	96.0%	95.3%
Average teacher salary	\$38,986	Down 0.2%	\$41,131	\$39,909
Prof. development days/teacher	14.8 days	Up from 13.9 days	12.8 days	11.4 days

School				
Principal's years at school	5.5	Up from 4.5	4.5	4.0
Student-teacher ratio	19.7 to 1	Down from 22.5 to 1	19.5 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 87.7%	91.2%	89.7%
Dollars spent per pupil*	\$4,769	Down 8.2%	\$5,858	\$5,892
Percent spent on teacher salaries*	73.4%	Up from 68.8%	70.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Rice Creek Learning Community celebrated its 10th birthday in 2002-2003! These past 10 years have been ones of change and incredible growth along with many successes: National Blue Ribbon School of Excellence; National Blue Ribbon Special Emphasis Award for Technology; Red Carpet Award; and Flagship School of Promise. For the past two years, we have achieved the Palmetto Gold Award for the highest level of student academic achievement. Also, in this banner year of 2002-2003, we were awarded the state's Exemplary Writing Award for the third time as well as recognized by the state's Education Oversight Committee as a school who is "closing the gap" for historically underachieving student groups. These honors are results of commitment to success by all... students, faculty and staff, parents, colleges and businesses, and all community stakeholders. Collaboratively, we align goals and work energetically to provide a safe, inviting, and supportive environment that empowers students to inquire, learn, and produce.

Test scores alone cannot depict the exemplary efforts and achievements of our students. Our children model diversity, democracy, and citizenship through foreign language, sensitivity awareness, service learning, and character education; they demonstrate physical triumphs through P.E. and our morning aerobics program; and they make new discoveries and create original works through technology and fine arts integration. Our admirable PACT scores continue to show improvements in English/Language Arts and Math. Strategies such as Math SuperStars, Reading Renaissance, and the 6-Trait Writing Model challenge all learners while flexible grouping, before and after-school programs, and summer school address specific learning needs. We will continue to work to move each and every student up to the next higher category of basic, proficient, or advanced. In addition, with our new implementation of Northwest Evaluation Association's Measures of Academic Progress, MAP, we will be able to continuously study strengths and weaknesses of each child in grades 2-5 and chart individual courses for success.

Growth remains a continuous challenge in our district. Please keep in mind that the significant decrease in population statistics on this report card as compared to last year's report card are due to losing approximately 300 students and several teachers to the new elementary school. We are delighted with the new 20-classroom addition to our facility that provides optimal learning space and added safety and security.

We are very proud of our accomplishments and hope that you will share in our pride. This report card is a call to action for everyone to be involved in our continuing effort to constantly improve. Thank you for your support and for sharing the responsibilities of the success of our students and of Rice Creek! Linda Hall, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.